English

Primary 2

2025/2026

Term 1

" تهدي وزارة التربية والتعليم والتعليم الفني هذا الكتاب ، بكل الحب إلى الأطفال والأسر في جمهورية مصر العربية ."

"THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION DEDICATES THIS BOOK, WITH LOVE, TO THE CHILDREN AND FAMILIES OF THE ARAB REPUBLIC OF EGYPT."

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Ministry of Education and Technical Education
New Administrative Capital
Cairo, Egypt

Name :..

Class :..

School :..

A MESSAGE FROM
THE MINISTRY OF EDUCATION AND TECHNICAL EDUCATION

Welcome to Your English Learning Journey!

Dear Students, Educators, and Stakeholders,

It is with great pleasure that the Ministry of Education presents the *Primary 2 Framework for Egyptian Learners*. This comprehensive textbook has been meticulously developed to support our young learners in acquiring essential English language skills while honoring and integrating the rich cultural heritage of Egypt.

Our Vision for English Language Education

In today's interconnected world, proficiency in English is a vital skill that opens doors to global opportunities and fosters cross-cultural communication. Our vision is to equip Primary 2 students with a strong foundation in English, enabling them to navigate academic pursuits and future careers with confidence and competence.

Key Features of the Textbook

- **Structured Learning Activities:** The textbook is organized into weekly sessions, each focusing on different aspects of language acquisition:

    Listening and Speaking: Interactive storytelling, discussions, and role-playing activities enhance listening comprehension and oral communication skills.

    Reading and Phonics: Phonics exercises and reading activities develop students' ability to decode and comprehend written English.

    Writing and Vocabulary: Targeted writing exercises and vocabulary-building activities encourage students to express themselves clearly and expand their word knowledge.

    Cultural Integration: Lessons are intertwined with cultural insights, promoting an appreciation for both the English language and Egyptian traditions.

- **Visual and Interactive Elements:** Bright illustrations and interactive components such as coloring pages, matching games, and puzzles make learning enjoyable and reinforce key concepts.
- **Assessment and Feedback:** Regular assessments, including quizzes, retelling exercises, and vocabulary matching, provide educators with tools to monitor student progress and tailor instruction to meet individual needs.

Commitment to Excellence

The Ministry of Education and Technical Education is dedicated to providing high-quality educational resources that meet the evolving needs of our students. This textbook embodies our commitment to excellence in English language education, ensuring that every child has the opportunity to succeed academically and personally.

Join Us in Shaping the Future

As we embark on this educational journey, we invite educators, parents, and students to collaborate in fostering a love for the English language and a deep appreciation for our cultural heritage. Together, we can build a brighter future where our young learners thrive in a global society while staying rooted in their rich Egyptian identity.

Best Regards,

The Ministry of Education and Technical Education.

Unit 1

Let's Get Started

Learning Outcomes

Speaking

- Use basic greetings and respond appropriately
- Name at least 5–7 classroom objects correctly when shown pictures or real items
- Ask and answer simple questions about classroom objects
- Recognize and repeat phonics sounds for short vowels "a", "e", "i" in familiar words

Listening

- Respond to simple greetings when spoken by the teacher or in short audio recordings
- Identify vocabulary related to classroom objects
- Follow simple classroom instructions during listening activities

Reading

- Recognize and read common greeting words
- Match written words to pictures of classroom objects
- Recognize simple sentences describing classroom objects

Writing

- Write the names of classroom objects next to pictures
- Complete simple sentences using classroom vocabulary
- Reorder words to make correct sentences

Lesson 1
Classroom Greetings

Group Work Activity

1 Practice with your friend

Student A : « Hello! What is your name?

Student B : « My name is _________.»

2 Trace the words

table chair bed

table chair bed

door window lamp

door window lamp

3 Listen and repeat

chair student teacher desk Hello

4 Read and complete

teacher chair goodbye

Hello. My name is Ahmed.

1. I sit on a **c**__________ at school.
2. My **t**__________ is kind. She helps me learn.
3. At the end of the day, I say **g**__________.

5 Complete the text with the words in the box

1. I sit on a __________.

a desk
b chair
c ruler

2. This is my __________.
She teaches me.

a friend
b teacher
c pencil

6 Choose the correct answer from a, b, c, or d

a Goodbye
b Hello
c desk

a desk
b chair
c teacher

a Hello
b chair
c desk

Closing activity

7 Complete and draw about yourself

a. My name is __________.
b. I'm __________ years old.
c. I'm in primary __________

Lesson 2
Around the Classroom

Group Work Activity

1 Look, read, and trace

Aa Bb Cc Dd Ee Ff Gg Hh
Ii Jj Kk Ll Mm Nn Oo Pp Qq
Rr Ss Tt Uu Vv Ww Xx Yy Zz

2 Trace the words

hat cat cap
map man fan

3 Listen and repeat

cat

hat

fan

man

map

cap

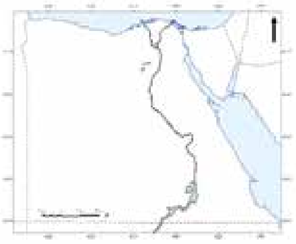
3 Read and match

cat

hat

cap

map



man

fan

4 Reorder the words to form a sentence

1. is / **This** / a / desk.

____

2. teacher. / a / is / **He**

____

3. is / student./ a / **He**

____

4. is / chair. / a / **This**

____

6 Reorder the letters to form a word

riach

____

esdk

____

chetaer

____

olHle

____

ygobeod

____

Closing activity

7 Complete and color:

1- This is my ....

2- There is a .... in my ....

Lesson 3 Our Classroom Objects

Group Work Activity

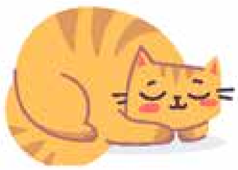
1 Draw and write about yourself

Examples

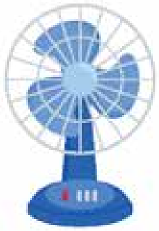
- I am funny.
- I have curly hair.
- I am tall.

My name is _______ . I am _______ and _______. I have ____________.

2 Read and circle the correct word

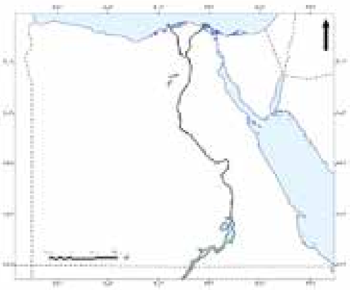

cat / cut

hot / hat


fin / fan

cap / cop

man / men


mop / map

3 Listen and repeat

board

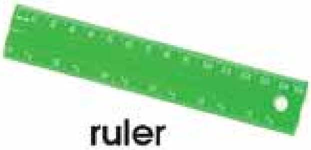
pencil case

window

eraser

door

bag

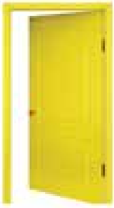


ruler

4 Work in pairs to ask and answer questions

What is this?
This is an eraser.

1. What is this?
   This is a ____________.
2. What is this?
   This is a ____________.
3. What is this?
   This is a ____________.



5 Choose and write the correct answer

ⓐ That is a bag.
ⓑ That is a window.
ⓒ That is a door.

____

ⓐ That is a board.
ⓑ That is a pencil.
ⓒ That is a door.

____

ⓐ This is a board.
ⓑ This is a ruler.
ⓒ This is an eraser.

____

ⓐ This is a bag.
ⓑ This is a door.
ⓒ This is a pencil case.

____

6 Reorder the words to form a sentence

a / is / This / board.

This is a board.

1. bag. / is / **This** / a

____

2. **This** / a / pencil. / is

____

3. book. / is / **This** / a

____

Closing activity

7 Match and say

Sit	up.
Good	down.
Stand	bye!

Lesson 4

Let's Write Together!

Group Work Activity

1 Draw 2 objects you see in your classroom

2 Write two simple sentences about classroom items

Examples: This is my pencil case.
This is my bag.

Phonics Focus: Short "a" and "i" sounds

3 Listen and repeat

pen

ten

hen

zip

fig

bin

4 Listen and fill

1. p _ n
2. t _ n
3. h - n
4. z _ p
5. f _ g
6. b _ n

5 Trace the words

pen ten hen zip bin fig

pen ten hen

zip bin fig

6 Reorder the letters to make a word

nep	etn	nhe
________	________	________
pzi	nbi	gif
________	________	________

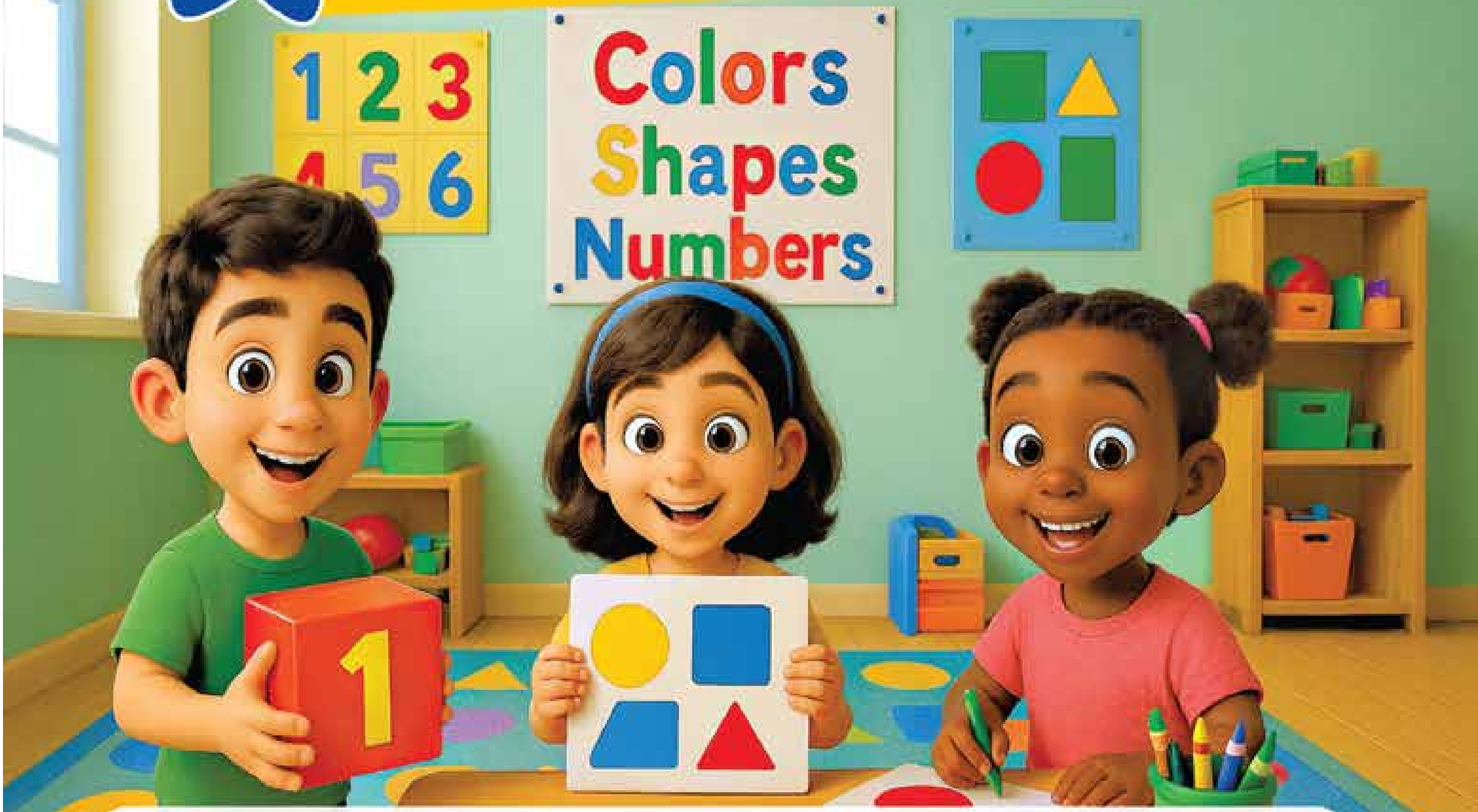
Closing activity

7 Trace and write

I make my bed to keep it tidy.

....

Unit 2 Colors, Shapes, and Numbers



Learning Outcomes

Speaking

- Name and describe colors, numbers, and shapes using simple sentences
- Ask and answer questions about colors, numbers, and shapes
- Recognize and repeat phonics sounds for short "o", short "u", and long "a"

Listening

- Identify color, number, and shape names when heard in simple instructions or descriptions
- Respond to simple questions appropriately
- Identify numbers from 1 to 10 and count by tens

Reading

- Differentiate between singular and plural nouns
- Match written words to corresponding colored shapes

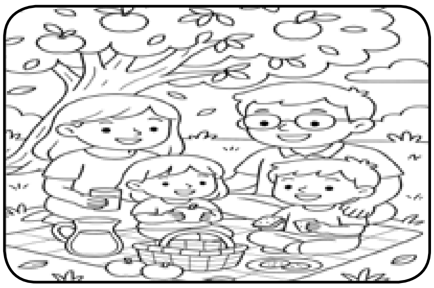
Writing

- Write color, number, and shape words accurately
- Reorder words to form correct sentences
- Develop basic spelling skills by reordering letters to make words
- Label drawings using accurate color and shape words

Lesson 1 Colors and Shapes

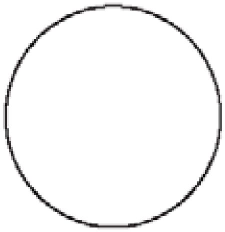
Group Work Activity

1 Color the picture

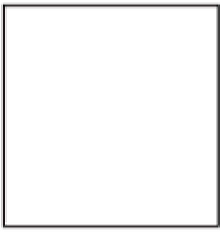


2 Color the shapes and complete the sentences

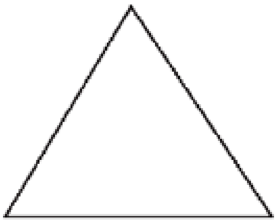
blue green orange



This is a/an_____circle.



This is a/an_____square.

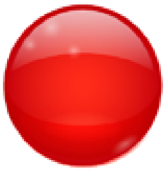


This is a/an_____triangle.

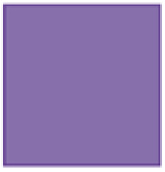
3 Listen, repeat, and practice

What is this?

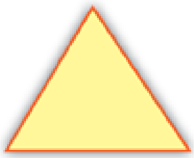
This is a red circle.



circle



square



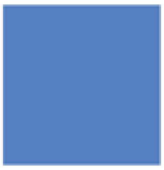
triangle

blue

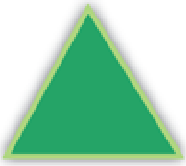
orange

green

4 Choose the correct answer from a, b, or c



a This is a blue square.
b This is a green square.
c This is a blue triangle.

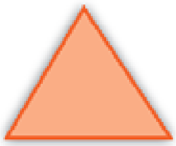


a I see a blue triangle.
b I see a green triangle.
c I see a red triangle.

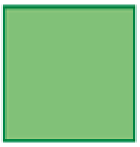
a The red square is on the desk.
b The green square is on the desk.
c The red circle is on the desk.

5 Read and complete

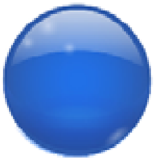
blue - triangle - green



This is an orange_____.



This is a_____square.



This is a_____circle.

Say and Write

What color is this? It is blue.

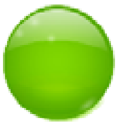
What color is this? It is red.

What color is this? It is ________.

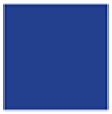
circle green square blue

This is a red triangle.

1. This is a ________ ________.



2. This is a ________ ________.



6 Reorder the words to form a sentence

1. circle. / red / is / a / **This**

______________________________.

2. **This** / square. / a / blue / is

______________________________.

3. is / **What** / this ?

______________________________.

Closing activity

7 Read and complete from the words in the box

square – mother - blue

1. Look at the sky! It's ....
2. This is my ....
3. It's a ....

Lesson 2

Shapes and Colors Around Us

Group Work Activity

1 Trace and color the picture

I love my mom.

2 Reorder the letters to make a word

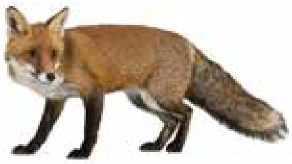
1. e u l b ______________.
2. g a n l t r e i ______________.
3. e r n e g ______________.
4. n o a e g r ______________.
5. i c r e l c ______________.
6. s r e u a q ______________.

Phonics Focus: Short "o" and "u" sounds

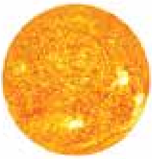
3 Listen and repeat

dog

box



fox



sun

cup

bun

4 Listen and fill in the blanks

1. d _ _ 2. b _ _
3. f _ _ 4. s _ _
5. c _ _ 6. b _ _

5 Trace the words

dog box fox

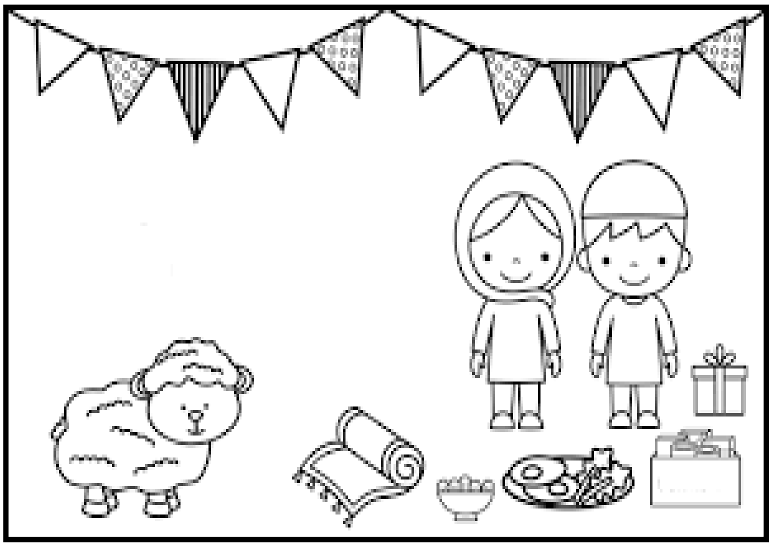
sun cup bun

6 Fill using (o) or (u)

1. d _ g 2. b _ x
3. f _ x 4. s _ n
5. c _ p 6. b _ n

Closing activity

7 Write what you can see in the picture, then color



....
....
....
....
....
....

Lesson 3 Numbers and Counting

Group Work Activity

1 Find the words

- bag
- pen
- book

e	c	w	b	h	d	d	e	e	i	z	v
m	r	n	a	t	b	h	i	p	d	a	b
i	a	h	g	r	e	e	n	b	e	p	o
i	l	r	y	e	l	l	o	w	s	o	o
p	e	n	c	i	l	l	k	o	k	y	k
k	b	a	g	r	e	d	d	c	z	k	c
p	a	p	k	x	w	b	l	a	c	k	h
j	e	z	l	m	p	e	n	i	r	u	m

2 Rearrange the letters to make a word

g d o ________

x o b ________

x f o ________

n u s ________

p u c ________

n u b ________

Vocabulary

3 Listen, repeat, and practice

How many pencils do you have?

I have .... pencils.

1	2	3	4	5
one	two	three	four	five
6	7	8	9	10
six	seven	eight	nine	ten

Language in Use

Singular and Plural

"I have **one** book."

"I have **two** chairs."

"I have **three** chairs."

Singular ⟶ One

Example: 1 pencil

Plural ⟶ More than one **(add -s)**

Example: 2 pencils, 3 books, 5 pens

We say "book" for one and "books" for more than one.

4 Listen, match and write

1. I have __________ ruler.
2. There is __________ bag.

3. I have __________ pencils.
4. I have __________ notebooks.

5 Look and write

How many bags are there? There are three bags.

How many pencils are there?

There are __________pencils.

How many books are there?

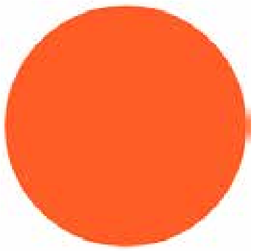
There are __________books.

6 Count the red balloons then circle the right number.

six ten five three four

Closing activity

7 Unscramble and write



iclcre

------

sraueq

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ophne

Lesson 4

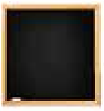
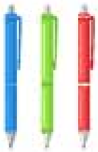
Let's Count Together

Group Work Activity

1 Match the capital letters with the small letters

T	a
I	t
S	s
A	i

2 Read and complete

one  two three 

There is one book.

1- There are --------- chairs.

2- There are -------- pens.

Phonics Focus: Long "a" sound

3 Listen and repeat

cake

lake

gate

cave

snake

grapes

4 Match the words with the pictures

cake

lake

cave

grapes

5 Circle the long (a)

1. cake / cat
2. gate / get
3. cab / cave
4. snake / snack
5. grapes / grip
6. name / nap

6 Trace the words

cake lake gate

snake cave grapes

Closing activity

7 Look and match

arrow

baker

cake

Unit 3

Classroom Actions & Routines

Learning Outcomes

Speaking

- Use simple present tense to talk about classroom activities
- Ask and answer basic questions about classroom routines
- Use action verbs correctly in short pair or group dialog
- Recognize and repeat initial consonant sounds in classroom action words

Listening

- Identify related classroom vocabulary in short spoken sentences
- Follow simple classroom instructions given by the teacher

Reading

- Recognize classroom action words
- Read simple sentences describing routines
- Recognize short classroom instructions in written form

Writing

- Label pictures showing classroom actions and routines
- Write simple descriptive sentences about their own classroom routines
- Reorder words to form correct instructions or statements

Lesson 1 Classroom Actions

Group Work Activity

1 What can you see?

....

....

....

2 Reorder to make a word.

o / t / w

______________.

n / e / n / i

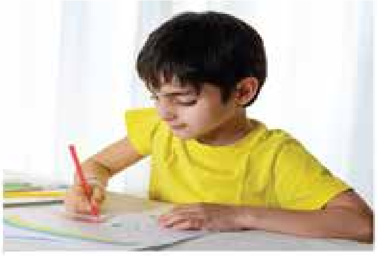
______________.

3 Listen, repeat, and practice

read

write

clean



draw

sit

stand

play

color

4 Complete using the correct word from the box

sit stand read write draw clean play

1. I __________ on the chair.
2. I __________ a book.
3. I __________ a picture.
4. I __________ my desk.
5. I __________ in my notebook.
6. I __________ up.
7. I __________ with my friends.

5 Match each word to the correct picture

sing

open door

raise hand

close window

6 Put the words in the right order to form a sentence

1. sit / on / I / chair. / the

   ....

2. my / with / I / play / friends.

   ....

3. draw / I / picture. / a

   ....

4. my / I / read / book.

   ....

Closing activity

7 Supply the missing letters

f-ther

pa-k

col-r

Lesson 2

Let's Talk about Class Routines

Group Work Activity

1 Trace the letters

Aa Bb Cc Dd Ee Ff

Gg Hh Ii Jj Kk Ll Mm

Nn Oo Pp Qq Rr Ss Tt

Uu Vv Ww Xx Yy Zz

2 Choose the correct answer from a, b, or c

1. The boy is ______________________.

   a) reading b) running c) sitting

2. The girl is ______________________.

   a) cleaning b) standing c) reading

3. The children are ________________.

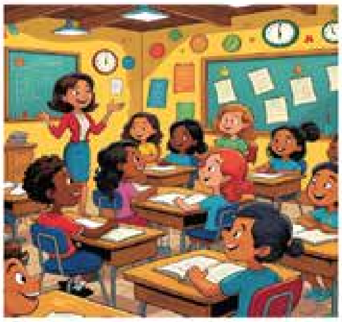
   a) playing b) writing c) cleaning

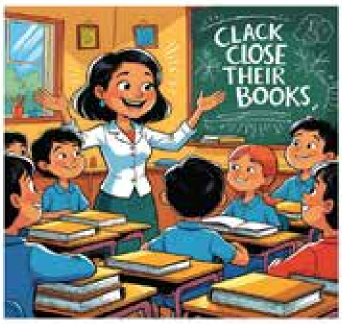
Vocabulary

3 Listen, repeat, and practice

stand up

sit down


open your book



close your book

raise your hand

write your name

draw a circle

clap

4 Reorder the words to form a sentence

1. **Stand** / please. / up,

   ....

2. **Open** / book. / your

   ....

3. down, / **Sit** / please.

   ....

4. hand. / your / **Raise**

   ....

5 Trace the words

clap down stand

write close draw

6 Circle the correct word

1. (Stand up / Sit down) when the teacher enters the classroom.
2. (Draw / Write) your name on the board.
3. (Open / Close) your book after reading.
4. (Raise / Sit) your hand to speak.
5. (Play / Clean) with your friends.

Closing activity

7 Circle the odd sound word out

1- rose – nose – sister

2- rain- duck- stuck

3- net- vet – nose

Lesson 3
All About Our Classroom

Group Work Activity

1 Reorder the words to make sentences

1- is – my – **This** - brother.

....

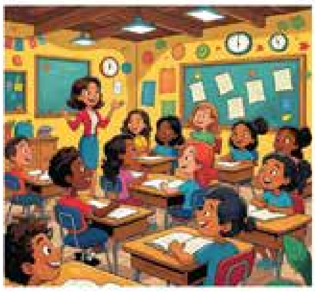
2- yellow. - **The** - is – sun

....

3- name - your - is - **What** -?

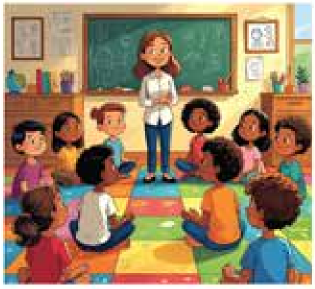
....

2 Look and match



sit down

draw a circle



raise your hand

open your book

Reading and Writing

3 Listen, repeat, and practice

Hello! In class, I sit on my chair. I read my book. I write in my notebook. I draw a picture. I play with my friends. I clean my desk.

4 Use the words below to label the pictures

write, read, draw, color, clean, play, sit, stand, raise, open, close, sing

5 Match the sentences with the correct pictures

a) I read my book.
b) I draw a picture.
c) I play with my friends.
d) I clean my desk.
e) I write in my notebook.
f) I sit on my chair.
g) I stand up.

6 Circle the correct word

a)	I ___________ my book.	a) read	b) play
b)	I ___________ my desk.	a) clean	b) draw
c)	I ___________ on my chair.	a) sit	b) draw
d)	I ___________ in my notebook.	a) clean	b) write
e)	I ___________ with my friends.	a) play	b) write

Closing activity

7 Look, read, and complete

1- I have ..... sisters.

2- The cat is ..... the box.

Lesson 4 Writing About Our Class

Group Work Activity

1 Unscramble and write

aply	andst	tis
…………	…………	…………

2 Circle the correct word

a) I __________ my book. a) read b) play

b) I __________ my desk. a) clean b) draw

c) I __________ on my chair. a) sit b) draw

d) I __________ in my notebook. a) clean b) write

e) I __________ with my friends. a) play b) write

Reading and Writing

3 Trace the words

stand sit read
write play draw
clean sing stand

4 Complete the sentences using the words below

play	read	draw	write	clean

a) I __________ my book.

b) I __________ a picture.

c) I __________ with my friends.

d) I __________ in my notebook.

e) I __________ my desk.

5 Reorder the words to form a sentence

a) in / write / I / notebook. / my

....

b) my / play / friends. / with / I

....

c) draw / picture. / I / a

....

d) my / I / clean / desk.

....

6 **Draw a picture of yourself doing something in class. Write 2 sentences below it.**

Example:

- I write in my notebook.
- I sit on my chair.
- I read my book.
- I draw a picture.

....

....

Closing activity

7 **Trace, read, and copy**

This is my grandmother. She is kind.

....

....

Let's Review Units 1, 2, and 3

1 Find the big yellow pencil.

2 Complete the sentences

one   big   three

1. This is a __________ desk.
2. I have __________ eraser.
3. There are __________ triangles on the board.

3 Reorder the letters to make a word

1. t c a __________
2. n e p __________
3. d b e __________
4. x o b __________
5. n u s __________
6. odg __________

Review

4 Trace the words

red blue green yellow ruler bag
door window board

red blue green

red blue green

yellow ruler bag

yellow ruler bag

door window board

door window board

5 Fill in the blanks using the words below

[read, draw, play, clean, write]

a) I _________ in my notebook.

b) I _________ a picture.

c) I _________ my desk.

d) I _________ a book.

e) I _________ with my friends.

6 Reorder the words to form a sentence

a) read / I / book. / my ____________________

b) up / Stand / ! ____________________

c) my / I / clean / desk. ____________________

7 Draw and color objects and shapes.

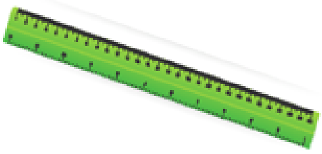
Write two sentences to describe your drawings.

____

____

Review

8 Match the words to the pictures



ruler

book

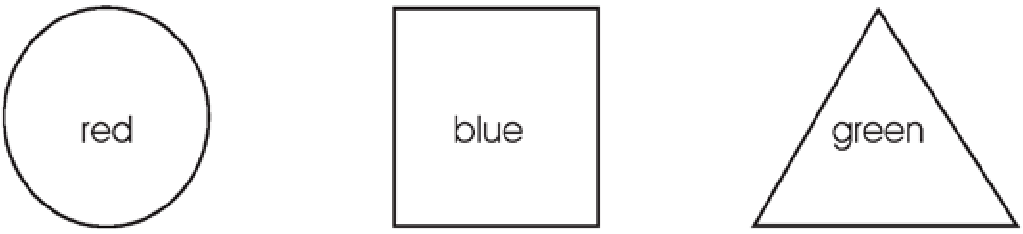
chair

desk

bag

eraser

9 Color the shapes



Practice the name of each shape.
Say: This is a blue square.

10 Write 3 sentences from what you learned

I see four red books.
The chair is blue.
This is a big triangle.

Unit 4

Everyday Life

Learning Outcomes

Speaking
- Use simple present tense sentences to describe family members and routines
- Use possessive adjectives correctly in speech
- Recognize and repeat phonics sounds for words with the "th" letter sound
- Recognize and repeat phonics sounds in long "o" and "u"

Listening
- Understand when someone introduces family members
- Follow simple descriptions about daily activities

Reading
- Recognize family vocabulary words
- Read simple sentences describing family routines

Writing
- Label family members in diagrams
- Write family words and simple routine sentences accurately
- Write short descriptive sentences about family members

Lesson 1
My Family

Group Work Activity

1 Draw the missing parts of the face

2 Put the words in the correct order

a) I / book. / read / my

....

b) my / write / I / name.

....

c) with / play / I / friends. / my

....

Vocabulary

3 Listen, repeat and practice

This is my father / dad.

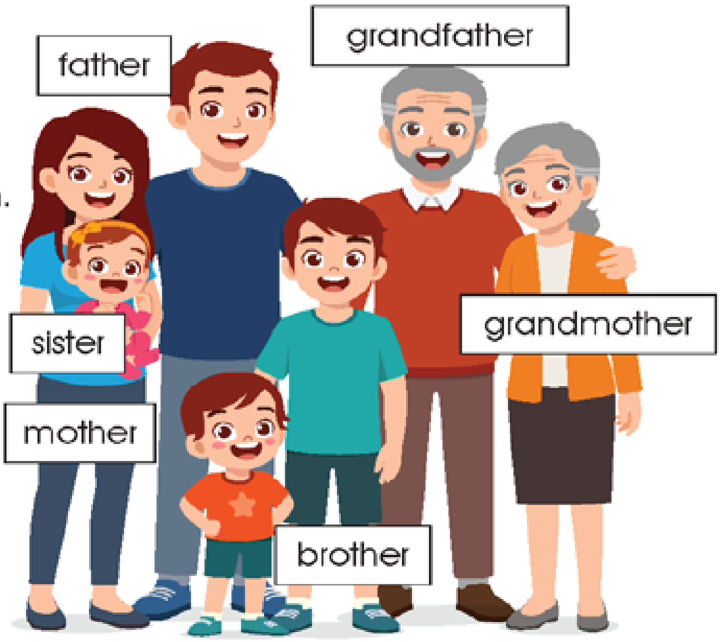
This is my mother / mom.

This is my sister.

This is my brother.

This is my grandmother.

This is my grandfather.



Lesson 1 Unit 4

Language in Use

This is **my** sister.

We use "**my**" when something belongs to the person who is speaking.

Example: This is my brother.

This is **your** bag.

We use "**your**" to show that something belongs to the person you are talking to. (one or more than one)

Example: This is your toy. These are your toys.

When something belongs to someone, we add (**'s**) to their name to show that it is theirs.

Example: Ahmed has a car. It's Ahmed's car.

Q: Who's this?
A: This is my father. / This is your mother.

4 Look, listen and repeat

Who is she?

This is my mother.

5 Listen, repeat and write

This is my mom.

This is my ______.

This is your ______.

This is your ______.

Listening and Speaking

6 Ask and answer

Who is this?

Who is this?

Who is this?

Closing activity

7 Read and reorder to make sentences

1-were- playing- in- **<u>They</u>**- park.- the

....

2- mouth.- 1- have -**<u>I</u>**

....

3- 2 – feet.- have - **<u>I</u>**

....

Lesson 2

All About Home

Group Work Activity

1 Trace the words

mother father

sister brother

grandmother grandfather

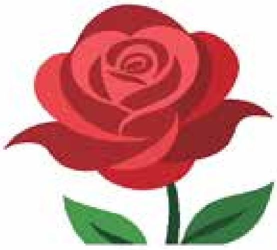
2 Label pictures of family members with the correct words

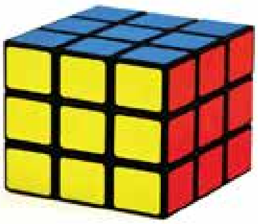
Phonics Focus: Long "o" and "u" sounds

3 Listen and repeat

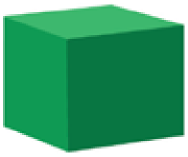
nose

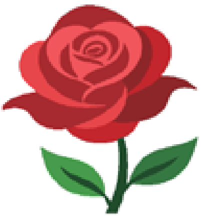
glue


rose


cube

4 Match the word to the picture





rose nose cube glue

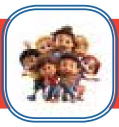
5 Listen and circle the correct word

1. red / rose 2. nose / net

3. cub / cube 4. glue / game

6 Write the missing letter to complete each word then write

1. r_se ________________
2. n_se ________________
3. c_be ________________
4. g_ue ________________



Closing activity

7 Look at the list of the words below, and sort

city – nose – ring- ice- rabbit- rose

/s/ sound	/r/ sound	o-e

Lesson 3

My life at Home

Group Work Activity

1 Rearrange the words to make sentences

1- I – 2 - have – eyes.

....

2- are - 4- books. – There

....

3- blue. – The - is – sky

....

2 Draw and label a family tree (grandfather - grandmother - father - mother - brother - sister)

3 Listen, repeat and practice

wake up

eat

play

sleep

brush

read

wash

walk

What do you do in the morning?

I **play** after school.

I **brush** my teeth at night.

Language in Use

The Present Simple

I **wake** up at 7:00 am.
He eats breakfast.

Time Expressions:
In the morning / At night / After school

4 Write each sentence under the correct picture

I brush my teeth at night.
I wake up at seven.
I play after school.
He eats breakfast.

____

____

____

____

5 Read and complete

read eat brush

My name is Sara. I wake up at seven. Then, I
__________ breakfast in the morning.
I __________ my teeth and __________ a book.

6 Choose the correct answer from a, b, or c

a I walk to school. b I brush my teeth. c I play in the morning.	a She eats breakfast. b She sleeps again. c She plays at night.	a He reads a story. b He washes his face. c He eats a sandwich.

Closing activity

7 Read and choose the correct word:

I am Omar. I have 5 senses. I can taste with my tongue. I can hear with my ears. I can touch with my hands. I can see with my eyes. I can smell with my nose.

1- I can see with my ....
(nose - eyes)

2- I have ....senses.
(5 - 3)

3- I can .... with my tongue.
(hear - taste)

Lesson 4

Me and My Family

Group Work Activity

1 **Write the capital letters for these small letters**

s	-
r	-
n	-
h	-

2 **Draw and write**

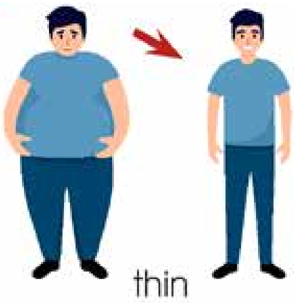
Draw 1 daily activity. Write one sentence under your drawing.

Example:

"I play after school."

Phonics Focus: Digraph "th" sound

3 Listen and repeat


thin

thick

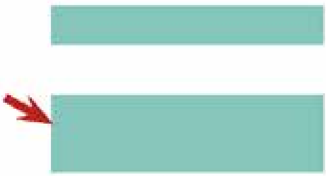
thumb

thunder

math

teeth

4 Match the word to the picture



- thin
- thick
- thumb
- thunder
- math
- teeth

5 Listen and circle the correct word

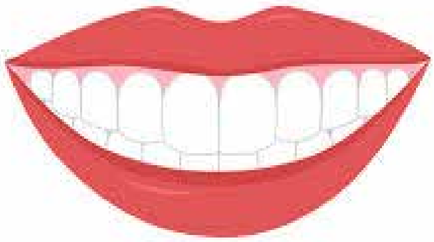
1. Tin / Thin
2. Math / Mat
3. Thumb / lamp
4. Thunder / under
5. feet / Teeth
6. tick / Thick

6 Rearrange the letters to make a word

1. h m t a ________________
2. t h e e t ________________
3. b h u m t ________________

Closing activity

7 Trace the words



cat

teeth

Unit 5

My Home

Learning Outcomes

Speaking
- Use simple sentences to describe rooms and furniture
- Use "there is" and "there are" correctly to describe items at home
- Answer and ask questions about location
- Recognize and repeat phonics sounds for “th“ words clearly in context

Listening
- Recognize household items and their locations
- Follow simple questions and answers about home
- Recognize prepositions of place in context

Reading
- Recognize vocabulary for home items and rooms
- Match sentences or words to pictures of household items and rooms
- Identify information about home arrangements in simple sentences

Writing
- Label pictures of rooms and objects
- Reorder words or sentences describing home items
- Write short descriptive sentences about their favorite room or items in their house

Lesson 1

Inside My Home

Group Work Activity

1 Circle the odd word out

1- pencil – book – bag- tree

2- mother - brother – red – sister

3- red – blue – yellow – chair

2 Trace the words

teeth   math   thumb

Vocabulary

3 Listen, repeat, and practice

table

chair

bed

door

window

lamp

cup

plate

Language in Use

Prepositions of Place

Where is it?

The lamp is **on** the table.

The ball is **under** the table.

The cup is **next to** the plate.

The bed is **in** the bedroom.

Look around your classroom and talk with your friend

Where is the window?

The ball is under the table.

I see a pencil on the table.

4 Look and write a sentence

Describe the pictures using Prepositions

The table is in the dining room.

The ____________________.

The ____________________.

The ____________________.

5 Choose the correct answer from a, b, or c

a The chair is under the table.
b The chair is on the table.
c The chair is next to the table.

a The bed is in the bathroom.
b The bed is in the bedroom.
c The bed is in the hall.

6 Read and complete

next to | on | under

1. There is a ball __________ the table.

2. I see a bird __________ the tree.

3. The cat is __________ the house.

Closing activity

7 **Read and complete from the words in the box**

small – horse - animals - big

Noor : Do you see the ....?

Ziad : Yes! The horse is ....

Noor : What about the chicken?

Ziad : The chicken is ..... .

Noor : I love farm ....!

Lesson 2 What's in My Home

Group Work Activity

1 Look, read and complete

a	b	◯	d	e	◯	g
h	◯	j	k	l	◯	n
o	◯	q	r	◯	t	u
v	◯	x	y	◯		

2 Look and answer

Where is the bed?

It is in the bedroom

Where is the table?

______________.

Where is the chair?

______________.

Where are the flowers?

______________.

Reading and Writing

table	chair	bed
window	lamp	desk

3 What's in the room? Label it!

4 Reorder the words to make a sentence

1. in / is / the / bed / bedroom. / The

______________________________.

2. are / garden. / There / flowers / in / the

______________________________.

5 Reorder the letters to make a word

o / b / h / a / t / m / r / o

______________________.

h / e / k / c / n / i / t

______________________.

6 Trace the words

table chair

bed living room

window lamp

cup plate

kitchen bathroom

bedroom door

Closing activity

7 Read and reorder to make sentences

1- felt - tired. – Salma

....

2- was - The - happy. - teacher

....

3 - project. - the – finished – They

....

Lesson 3

My Favorite Room

Group Work Activity

1 Look, read and complete

A		C	D		F	G
H	I		K	L	M	
O		Q	R	S		U
V	W		Y	Z		

2 Write two sentences about your home

lamp · desk · chair · bed · table

window · desk · in · lamp · on · next to · bedroom

There is a table in my room. The lamp is on the table.

____

____

Phonics Focus: "th" sound

3 Repeat after your teacher

mother

father

brother

this

that

4 Connect the word to the picture

mother | father | brother | this | that

5 Listen then circle the correct word

1. cat / mother
2. father / fig
3. brother / board
4. chair / this
5. that / hat
6. the / man

6 Draw and label 3 things you use every day at home

(e.g., window, cup, table)

Closing activity

7 Trace and copy

How many horses can you see?

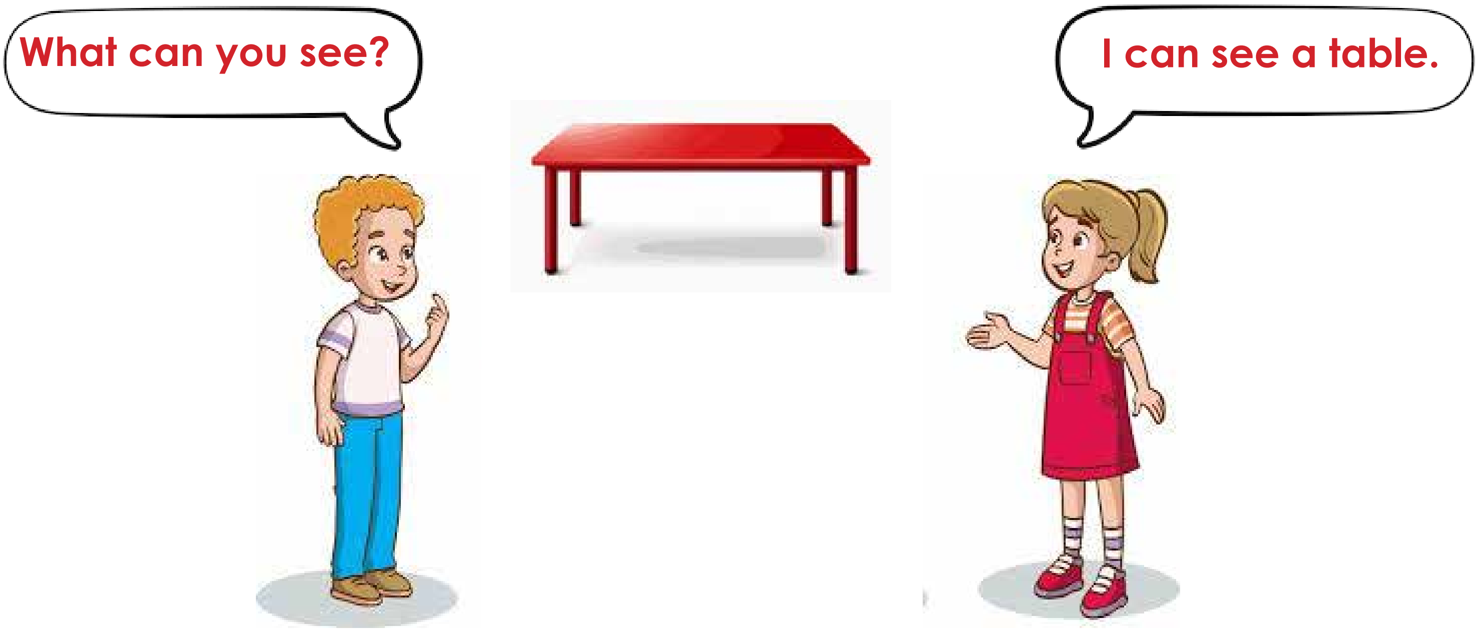
....

....

Lesson 4
Actions At Home

Group Work Activity

1 Practice with your friends



2 Trace the words

cook clean eat

sleep watch read

wash sit help

Vocabulary

3 Listen, repeat and practice

cook

clean

eat

sleep

watch

read

wash

sit

help

Language in Use

Action Words in the Present Time

"My family **cooks** dinner."

"I **read** a book at night."

"I help my family **wash** the dishes."

Who + Action verbs:

"Who **washes** the dishes?"

"Who **helps** you at home?"

"Who **reads** in the living room?"

4 Write the correct sentence under each picture

My mother cooks dinner. I read a book at night.
I help my family wash dishes.

______________. ______________. ______________.

5 Use the words below to complete the sentences

family clean help watches cook

1. My __________ cooks dinner.
2. I __________ my father clean.
3. My sister __________ TV.
4. I __________ my room.

6 Write 1 sentence about what you and your family do at home

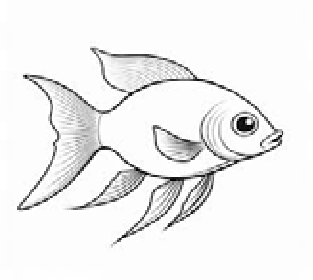
clean read eat wash

sleep cook sit watch

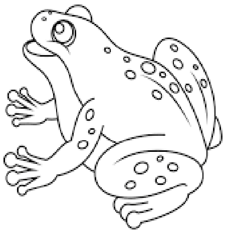
I eat lunch at the table.
My sister reads books.
I help my mother clean the house.

Closing activity

7 Trace and color



I can see a fish.



The frog is green.

This is a small, brown fox.

Let's Review Units 4 and 5

Listening and Speaking

1 "Describe and Guess" Game:

The teacher describes a room, an object, or a family member.

Example: This is where you sleep. ⟶ The bedroom!

Practice

Students describe their home or family to a partner in full sentences.

"My sister is kind. We play in the garden."

Switch roles and repeat.

Reading and Writing

2 Match the Room or Family Member.

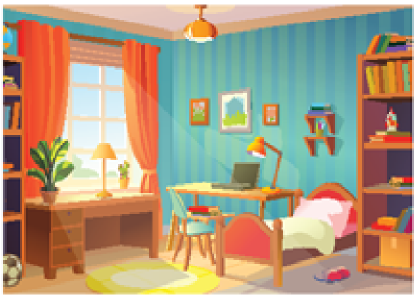
1. This is where we cook.
2. This is where we sleep.
3. This is where we eat.
4. This is my mother.
5. This is my brother.
6. This is my grandmother.

3 Choose the correct answer

1. Who's this?

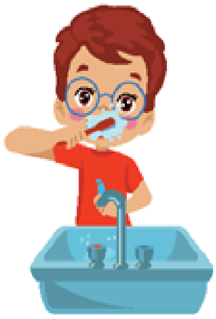
a This is my grandmother.
b This is my sister.
c This is my mother.
d This is my father.

2. Where is the bed?



a It's in the bedroom.
b It's in the bathroom.
c It's in the livingroom
d It is in the kitchen.

3. What do you do at night?

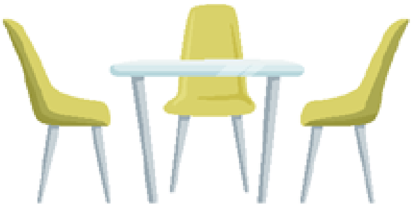


a I wash the dishes.
b I brush my teeth.
c I eat lunch.
d I go to school.

4. What does your dad do in the evening?

a He plays football.
b He cooks dinner.
c He reads a book.
d He watches TV.

5. What is in the dining room?



a A bed and lamp.
b A table and chairs.
c A shower and sink.
d A desk and books.

6. What do you do after school?

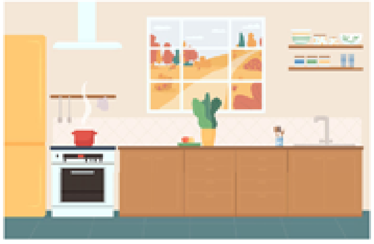
a I sleep in class.
b I help my mom brush her hair.
c I play after school.
d I wash the car.

4 Choose the correct answer

a My mom eats dinner.
b My mom cooks dinner.
c My mom sleeps in the kitchen.

a I brush my hair.
b I brush my teeth.
c I wash the car.

a He plays football.
b He sleeps.
c He eats lunch.



a I eat in the kitchen.
b I sleep in the kitchen.
c I wash the car in the kitchen.

a I cook dinner.
b I read a book.
c I play football.

5 Reorder the letters to make a word

1. h / t / **b** / a / o / o / m / r ________________
2. p / l / **h** / e ________________
3. **s** / r / t / e / s / i ________________
4. k / o / o / **c** ________________
5. n / h / e / **k** / c / i / t ________________
6. o / o / **r** / m ________________
7. h / s / **b** / r / u ________________
8. l / a / **p** / y ________________
9. e / p / **s** / e / l ________________

6 Use the words to complete sentences

Example:

Word: mother

This is my mother.

1. **bed**

   This is my ____________.

2. **kitchen**

   I eat in the ____________.

3. **book**

   I read a ____________.

4. **TV**

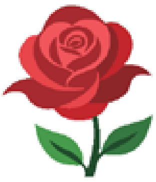
   My father watches ____________.

5. **room**

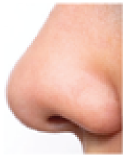
   I clean my ____________.

Review

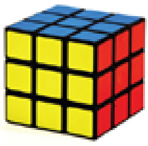
7 Reorder the letters to make a word

1

r / e / o / s

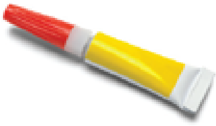
____

2

e / o / s / n

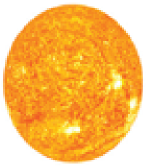
____

3

b / u / c / e

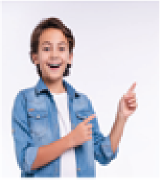
____

4

e / g / u / l

____

5

n / u / s

____

6

h / t / s / i

____

7

h / a / t / t

____

8

t / h / e / t / e

____

9

h / m / a / t

____

10

m / h / b / u / t

____

11

h / i / a / c / r

____

12

t / f / h / a / r / e

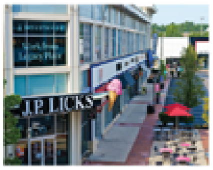
____

13

u / b / e / l
____

14

h / s / i / p
____

15


h / s / p / o
____

16

f / s / i / h
____

17

s / c / e / h / e / e
____

18

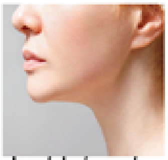
h / i / c / n / e / c / k
____

19

h / c / l / u / n
____

20

b / h / e / c / a
____

21

h / i / n / c
____

Review

8 Fill in the missing letter to complete the word

thumb	that	fish	beach	math	rose
shop	nose	chicken	ship	cube	chin
lunch	this	glue	teeth	the	cheese

1. _ o s e ________________.
2. c u _ e ________________.
3. n _ s e ________________.
4. g _ u e ________________.
5. t _ e ________________.
6. _ h i s ________________.
7. t h a _ ________________.
8. t _ e t h ________________.
9. m a _ h ________________.
10. t h _ m b ________________.

9 Write 2 sentences describing your home and family

____

____

____

____

Kitchen Living room Bedroom Bathroom
Dining room Garden Hall Balcony

kitchen living room

kitchen living room

bedroom bathroom

bedroom bathroom

dining room garden

dining room garden

hall balcony

hall balcony

English

Primary 2 - Term 1

Academic Year: 2025/2026

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Editorial Note

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